**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Kimberlee Gunderson & Tricia Fenton Area of Squares/Rectangles 12-4**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Getting area and perimeter mixed up. Knowing the formula. Not knowing multiplication facts. | Area, square, rectangle, length, width, formula |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| *Pearson Spiral Review 12-4* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Talk about how area is connected to arrays and how we used arrays with multiplication. Using whiteboard at the front of the room label which is the length and which is the width. (See attached ppt for further exposure to length & width.) After introduction ask students to show the difference between length and width and to prove it. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *See ppt.*  Talk to students when we use area in real life. We use area for construction/household things especially when buying carpet, planning your room. Can go to Math 6 Spy Guys in area section it shows the real world application and instruction for area. Get students ideas, why do we need to understand how to find area? Talk about when you plan a room in your house/apartment that you need to know the amount of space you are working with (which is the area) | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw figures on the teacher white board. Students solve the area on their own whiteboards. Do several as a class. Teachers are visually monitoring student responses. Students who finish early can check with a partner before showing the teacher. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have several cutouts of varying squares & rectangles w/their length and widths labeled. Each student is w/a partner. Students take turns exchanging shapes and finding the area. The shapes are on a full sheet of paper in a sheet protector students’ use their white board markers to solve show the teacher when solved before exchanging shapes. Work must be shown. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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